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ABSTRACT

This document contains the major speeches and other material from the Vocational Research and Exemplary Program Coordinating Conference held in Harrisburg, Pennsylvania in August 1972. The conference objectives were to: (1) provide a forum for reporting progress in vocational education exemplary projects in Region III (Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia), (2) share research in career education programs, (3) hear additional administrative information on the funded projects from Office of Education representatives, and (4) give an overview of the current research and programs in relation to the national career education effort. Included are the conference program, discussion topics, state projects and directors, and conference participants and staff. (MF)

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PROCEEDINGS:
RESEARCH AND EXEMPLARY COORDINATING CONFERENCE

U.S. OFFICE OF EDUCATION
REGION III

Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

AUGUST 28 - 30, 1972

HARRISBURG, PENNSYLVANIA

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REGION III

DELAWARE
DISTRICT OF COLUMBIA
MARYLAND
PENNSYLVANIA
VIRGINIA
WEST VIRGINIA

HARRISBURG, PENNSYLVANIA
AUGUST 28-30, 1972

BY

THE CONFERENCE STAFF
DR. FERMAN B. MOODY, CHAIRMAN
GLENN E. SMITH, SECRETARY

PREFACE

This publication is designed to present an overview of the proceedings from a USOE, Region III sponsored Vocational Education Research and Exemplary Program Coordinating Conference held at the Ramada Inn in Harrisburg, Pennsylvania on August 28-30, 1972. The Conference was attended by 56 selected Research and Exemplary Project Directors from the States in Region III.

The objectives of the Conference were:

1. To provide a forum where the progress being made in education through federally funded vocational education Part C Research and Part D Exemplary Projects in the States could be reported and discussed.
2. To make available the opportunity for those engaged in such innovations to share materials on career education and other pertinent concepts which have been developed for possible use in regular instructional programs.
3. To provide an opportunity for representatives of the Division of Exemplary and Research Programs, U.S. Office of Education, to disseminate additional instructions and policies relative to the administration of the funded projects.
4. To provide an overview of the interrelationships of the current vocational education research and exemplary programs to the national career education effort.

The Conference involved presenting, discussing and disseminating information from successful projects in Region III; and news and views from Washington on roles, goals and expectations. The Conference also provided a climate for small group discussions and idea exchange on common problems of project directors.

This document contains an overview of the major speeches as well as a comprehensive listing and identification of major projects from the States. Readers are encouraged to contact the person associated with any project for additional materials and information.

A special debt of gratitude is extended to Dr. Ferman B. Moody. Pennsylvania RCU Director, and his staff for serving as Conference Chairman and host for the Conference. We are also grateful to Mr. Glenn E. Smith, West Virginia RCU Director, for his performance as Conference Secretary.

A special vote of thanks is extended to Dr. John W. Struck, Pennsylvania State Director of Vocational Education, for his fine keynote address which set the climate for the total Conference.

To the RCU Directors in each state and each Project Director that attended the Conference, we are especially grateful. Without their expertise, the Conference could not have been a success.

Robert A. Smallwood
Director, Bureau of Adult,
Vocational, Technical Education
Region III

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GREETINGS BY ROBERT SMALLWOOD,
DIRECTOR, BUREAU OF ADULT, VOCATIONAL AND
TECHNICAL EDUCATION, U.S.O.E., REGION III

Mr. Chairman, Dr. Struck, Ladies and Gentlemen:

For those of you who do not know and have not as yet scanned your agenda I am Bob Smallwood, Director of Adult, Vocational and Technical Education for the Region III Office Education in Philadelphia, Pennsylvania. To you whom I have not met before, I say it is a pleasure to meet you. To you whom I have met before, I say it is good seeing you again. To all of you I say greetings and welcome to the Regional Research and Exemplary Programs Conference.

I extend these greetings not only for myself but also in behalf of our Regional Commissioner of Education, Dr. Walker F. Agnew, whom many of you know. He is aware of the significant contributions being made to Vocational Education and Career Education by your efforts and enthusiastically supports our programs. I know it may be unnecessary to mention this fact to such a group, but at the risk of stating the obvious I will anyway. Significant progress made in any field of endeavor has always been dependent upon successful research efforts -- education is no different. The pathway to the successful development of educational programs today, as always, must travel the same route -- from research to implementation. You are always the advance men -- the point so to speak -- your

work is singularly vital. Congress, in passing former educational legislation and most recently in passing new legislation such as the Education Amendments of 1972, which includes the Occupational Education provisions, always places key importance on research and demonstration programs. The new legislation specifies that the Commissioner of Education in carrying out the provisions of the Act must utilize research and demonstration programs to assist in the development of new and improved instructional methods and technology for Occupational Education. Could anything be clearer or more emphatic in specifying the importance or research and exemplary efforts?

I do not envy the virtual hot seat you are on. Today, as never before, new developments and new approaches are demanded in public education to satisfy changing needs of our society. This becomes your challenge -- to help pave the way for these much needed developments and approaches. Those of you engaged in such meaningful work can fully be proud of your contributions to educational progress. I salute your untiring efforts.

Our conference is designed to achieve four major objectives. They are:

1. To provide a forum where the progress being made in education through the Federally Funded Vocational Education Part C Research and Part D Exemplary Projects in the States in Region III can be reported and discussed.
2. To make available the opportunity for those in Region

III who are engaged in such research to share materials on Career Education which have been developed for possible future use in regular instructional programs.

3. To provide the opportunity for representatives of the Division of Exemplary and Research Programs, U. S. Office of Education, to disseminate additional instructions and policies relative to the administration of the funded projects.
4. To provide an overview of the interrelationship of the current Vocational Education Research and Exemplary Programs to the national Career Education effort.

To achieve these objectives is a formidable task. If accomplished, we will surely have a successful conference. With such an exciting, confident and enthusiastic group, I know these objectives will be achieved.

Let me conclude by making some brief acknowledgements. No conference can ever be a success without a great deal of hard work on the part of someone. In the case of this conference several people worked exceedingly hard. I would like, therefore, to thank the conference staff for their diligence and hard work. Also, special thanks to Dr. John Struck, State Director of Vocational Education in Pennsylvania, and Dr. Ferman Moody, Director of the Research Coordinating Unit in Pennsylvania, for their most cooperative efforts. To everyone else, enjoy the conference and please do not hesitate to let us know of any needs you may have during your stay in Harrisburg.

Thank you.

SPEECH BY DR. JOHN W. STRUCK,
STATE DIRECTOR OF VOCATIONAL EDUCATION,
PENNSYLVANIA DEPARTMENT OF EDUCATION

"I Won't Bother You if You Don't Bother Me"

I think we ought to get the record straight why I am here. A young fellow went into the city of Chicago late at night and much to his discomfort, was unable to secure a room in one of the loop hotels. The clerk told him, "I don't think you will find a room in any of the loop hotels, because of the conventions being held in the city." The young chap asked, "What am I going to do? I am a stranger in the city and it is midnight and I have no place to go." The clerk thought a minute and said, "Tell you what I'll do. We have a large sample room. I have given one-half of it to a woman. We'll put up a screen in the middle of the room and you can have the other half." The chap said, "Fine." Then the clerk said, "That woman will not bother you unless you bother her." "Fair enough," said the young man. In five minutes he came tearing down to the desk and said, "Good heavens, there's a dead woman in the room." "I know," said the clerk, "I told you she wouldn't bother you unless you bothered her." This is our situation tonight -- I wouldn't be bothering you if you hadn't bothered me!

All of you here tonight are exerting your professional careers toward trying to achieve one thing: CHANGE. Through pilot and exemplary projects, and through research you are attempting to discover and determine better ways of doing things

for people, and with people.

CHANGE seems to be the name of the game today, always seeking more efficient and more effective ways of accomplishing things. I'm not one to feel that the way we are doing things now is always best; constantly throwing road blocks in the way of change. Neither am I one who agrees that all changes are always an improvement.

To illustrate how some people feel about this, I want to tell you a little story that is somewhat like one of our old children's stories. This story, however, is entitled:

JACK THE CHANGE SEEKER, or NEVER THE SAME BEANSTALK

Once there was a young Change Seeker* named Jack. He hated things to be the same, but only felt happy when everything was changing. When everything was changing it was more fun, because nobody knew what to do, and then they would have to come to Jack and ask him what they should do. Jack was a bright young man who was very sensitive to lines of communication. There were two telephones and in inter-office speaker on his desk.

There was an input channel to tell him what was happening all the time, and an output channel to make more things happen. In the middle was the decision-making center. Jack always made decisions that would lead to more development and change, for without change Jack would have nothing to do.

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*Armstrong, F., "The Coming of the Change Seekers." Esquire, January, 1961.

One day he looked out the window and saw a cow. He thought, "Cows are no fun; everybody knows about cows. What we need is something new -- something that nobody knows about. Then I can be in charge of this new thing, and everybody will have to ask me what to do about it. That will be fun, and I will be an important person."

Just then his secretary spoke on the inter-office speaker. She said, "There is a man out here with a bag of magic beans. Shall I send him away?" Jack said, "No, send him in." The man came in and said, "I have some magic beans, but nobody knows what to do with them." Jack said, "What are the beans good for?" The man answered, "They will grow into a big beanstalk, but nobody wants a big beanstalk." Jack said, "I will trade you our cow for your magic beans."

Jack dictated a memo: "To all personnel: we have a chance to bring some magic beans into our Organization. This will give us a chance to be progressive, and be well known. Do not do anything with the magic beans until you clear through me." Then he picked up the telephone and called the Old Guard. "This is to request your permission, Sir, to develop a new program. I will need space and funds, and people working for me. It will make a name for our Organization and make us bigger." The Old Guard rumbled, "Well, yes, Jack, if you say so. These things are necessary for growth and development, but be sure to stay within the framework of our Organization." Jack said, "Yes, Sir, I will, Sir."

That same afternoon Jack went out and planted the magic beans. He hired a man to water the beans every hour, and another man to pull weeds so that the magic beans could grow. Then he made a trip to the greenhouse, and asked the man what made the beans grow. While he was there he took the man out to lunch on his new expense account. Everything was going very well and the Change Seeker was happy.

In the same building there lived an Organization Man -- in fact there were a lot of Organization Men. They looked out the window at the sign that said, "Magic beans planted here. Do not trespass without permission." And they saw one man watering the beans and one man pulling weeds so the beans could grow. And the Organization Men said to themselves, "I wonder what we are going to do with those magic beans. Oh well, I suppose it doesn't matter. If it turns out well the Change Seeker will be a success. If it turns out poorly the Change Seeker will be a failure. Either way it won't influence me very much." Then they looked at their watches and said, "It's almost time for the committee meeting."

The Old Guard looked out the window at the magic beans and saw one man watering them and one man pulling weeds, and he said, "I don't know if this is a good idea or not, but it might be a good idea, and in any case, it spells progress. I won't interfere unless everything goes wrong. Anyway, they didn't have magic beans in my day. I don't really know what they're for."

The Change Seeker looked out the window and saw the place where the beans were planted, with one man watering them and another man sifting the soil, and he said, "Things are going very well, but everybody can see what is happening, and there is nothing new. I will hire two more men to water the beans, and two more men to pull weeds."

Soon the beanstalk began to grow. It was higher than anybody could see. And the Organization Man looked out the window and said, "The Change Seeker is a success. I didn't think the beans would grow." And the Old Guard looked out the window at the beanstalk and said, "The Change Seeker is a success. We will give him everything he wants as long as his beanstalk gets bigger." And the Change Seeker looked out the window and said, "The beanstalk is growing bigger than I thought, but now we will have to bring in some more men to climb the beanstalk. If we leave the beanstalk alone things will stay the same, and no one will need me here."

The story sounds like the way some people think big government is run: always change, always add more staff, always increase expenses. It doesn't always work that way, as we all know.

Let me get back to a closer look at change, and how it is accomplished, or not accomplished.

You who are here tonight are among the real leaders in

education. I really mean this. By "leaders in education" I mean the planners, the movers, the doers. And it's these last two things I want to talk with you very briefly about.

Many of you have been assisting school districts in planning and implementing pilot and experimental programs of one type or another. Others have been instrumental in stimulating various research projects, exploring new ways of improving our various aspects of education.

This is great: I applaud you, I'm behind these efforts, I'm with you. But no matter what has been the main thrust of your efforts, we all ultimately face the one big hurdle -- how to get educators to implement research findings, or to expand and continue successful findings from experimental and pilot programs.

Educators are notorious for their hesitancy (or is it apathy, or ignorance?) in picking up ideas and findings from research, and putting them into practice.

What good is a beautiful painting, if the artist puts it in a closet as soon as it's finished, and no one gets to see and enjoy it?

What good is a beautiful musical composition, if it's never played?

What good is a beautiful, hand-made piece of furniture, if the final finish coats are never put on?

And so it is with your efforts. I've even heard it said that we should cut way back on our research efforts because

"we already know far more about education and educational practices than we can put into practice in the next ten years.

The point being, of course, that I urge all of you to put greater time and efforts into devising ways and encouraging people to put into practice the GOOD CHANGES, that your research and efforts have discovered and developed.

I urge you to really work at this. Perhaps some action research is needed, to devise many ways of getting action concerning implementing your findings. Too many ideas are put away on the shelf when the original project and funding are over. You all know the old story of getting the attention of the mule by hitting her with a 2 x 4. Well, somehow, some ways, YOU have got to get the attention of administrators and teachers.

Work at this, won't you? I think it's probably the weakest link in all the things that are done in education. Work at it, come up with new ideas, new incentive devices and techniques so that Jack the Change Seeker will be able to implement CHANGES that are really meaningful, and I will be able to look back on this evening and say, "I'm glad those researchers bothered me, so I could bother them a little bit."

COMMENTS FROM THE U. S. OFFICE OF EDUCATION CONCERNING CAREER EDUCATION. NATIONAL OVERVIEW OF EXEMPLARY PROJECTS -- ROLES, GOALS AND EXPECTATIONS.

PRESENTED BY: MS. JOYCE DECHMAN, SENIOR PROGRAM OFFICER, PROGRAM DEVELOPMENT AND OPERATIONS BRANCH, U. S. OFFICE OF EDUCATION.

There is no question that both Parts C and D of the Vocational Education Amendments of 1968 have contributed significantly to the success of the whole Career Education movement in this country. While scattered activity in the way of research and development projects had already been undertaken by the U. S. Office of Education under the Commissioner's portion of Part C and by the State Research Coordinating Units under their share of Part C, the first operational attempts pull all the pieces together in terms of a sequence of K-12 classroom activities came with the funding of the Exemplary programs in Vocational Education in Fiscal Year 1970.

Many of these Part D programs are now well into their second year of operation, while others, and those more recently initiated under Part C, are still in the developmental and design stage. All of the programs have certain common features, such as the attempt to provide career education opportunities along the entire age continuum from early childhood through adulthood, the attempt to provide vertical articulation of career education activities from pre-school or kindergarten through adult education, the attempt to cut across traditional

subject-area lines and unify and focus all educational experiences around the career development theme, and the emphasis on the responsibility of schools to place all exiting youngsters either into an appropriate job or into a higher level of education which will lead the student toward his self-established career goal. All of the programs are characterized by wide community involvement in the career education process, and by a high level of enthusiasm on the part of students, teachers, parents, and community groups.

During the past four months, 30 highly qualified leaders from universities, State Departments of Education, and local school systems have traveled across the United States, in teams of three, looking in detail at some of the "grassroots" career education programs which are emerging. Under sponsorship of the Bureau of Adult, Vocational and Technical Education, these consultants assembled at the end of May to compare and synthesize their findings and observations. They were unanimous in their opinion that career education programs have developed much more rapidly than anyone had anticipated, and that solid, significant progress is being made in the design and implementation of career education programs in many local districts in all parts of the country. They commented too upon the way in which each local district, while working toward the common goals of career education, was tailoring the specifics of its career education program to the unique conditions and needs of its own locality.

As stated previously, much of the impetus for the broad, locally-based developmental effort in career education has come through Part C and Part D of the Vocational Education Amendments of 1968. Part C provides funds for research and development work in vocational education, including the conduct of experimental and pilot projects. Part D provides funds for the operation of three-year exemplary programs designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and to broaden and improve career preparation programs for students in grades 10 through 14, with attention given to occupational guidance, counseling, and placement. These two parts of the Vocational Education Act provide very useful vehicles for the development, in accordance with the intent of Congress, of broadly-conceived career education programs. Although the emphasis under Parts C and D has not been in higher education and adult education, participating school districts are able to articulate their K-14 career education activities with adult education and higher education programs supported from other sources

In the fiscal year which ended in June, $8 million from the U. S. Commissioner's discretionary Part D funding have been used to support one career education model project in each State and Territory of the United States. Last fall, the U. S. Commissioner of Education announced his willingness to turn over the States an additional $9 million of

discretionary Part C funding of the initiation of one or more additional career education projects in each State and Territory. I am pleased to inform you that every single State and Territory responded favorably to this offer, and submitted plans for the activation of a model career education program at one or more sites. These plans were reviewed and approved, and appropriate grants were awarded; practically all of these grants were in the hands of the States by January or February of 1972.

The school districts present at this Conference which were designated by the Chief/State School Officers as recipients of the Part C funding have generally been working this spring and summer in developing plans and materials for their career education projects, and many of them have conducted inservice training activities for their teachers during the summer months. It is anticipated that your projects will be in full swing in September of 1972.

Both the Part C and the Part D career education projects are viewed as joint local/State/Federal endeavors. Program Officers from the Central and Regional Offices of the U. S. Office of Education work jointly with personnel from State Departments of Education in providing technical assistance to the local project staffs. In return, the State and Federal program officers are learning much from the practical experience being generated in the local school systems as career development theories are applied in actual classroom settings under a wide

variety of environmental conditions.

Cross-fertilization of the many career education projects, and interchange of the creative ideas and techniques which are emerging must be provided for, if we are to expedite the developmental process which is underway.

As you know, at Commissioner Marland's direction, approximately $7.5 million of R&D funding from the Cooperative Research Act have been devoted to the development and validation of large-scale school-based career education models in six selected school districts, with coordination and technical assistance being provided by Ohio State University.

In the meantime, our small-scale career education projects are now well into their second school year of operation, with support from Part D of the Vocational Education Act, in one school district in each State. Further, the additional career education model projects which were made possible by Commissioner Marland's release of the $9 million of discretionary Part C funding are now coming into operation in each State.

So with the Commissioner's discretionary funds we now have career education model projects in operation in well over 100 local school districts across the country. The problem of providing for cross-fertilization and exchange of ideas among all of these projects is a formidable one, but significant steps are being taken in this direction. In December of 1971, we brought together the local-level directors of all of the

Part D projects, along with State-level program officers who were involved in the projects, personnel from Ohio State University's school-based model effort, and Federal program officers to exchange information and share ideas. Several of our Regional Offices have now sponsored similar meetings on a Regional basis, involving local and State personnel from both the Part C and the Part D projects. The information collected by the consultants who recently visited many of the career education projects across the country is being developed into manuscript form by the R&D Center at North Carolina State University and will be published and widely disseminated, hopefully by the end of this summer. Other measures are being planned to expedite the interchange of ideas and materials between the projects.

But National and Regional interchange of information is only part of the problem. Coordination of career education activities at the State level is a matter of equal concern. We might take one State as an example in this regard.

Pennsylvania now has 8 career education model projects in operation. These projects, located in Meadville, Pittsburgh, McKeesport, Ebensburg, State College, Hazelton, Philadelphia and Harrisburg, are funded under Parts C and D of the Vocational Education legislation and through funds made available from the Appalachian Regional Commission. This provides a network of career education pilot projects, stretching all across the State of Pennsylvania. Pennsylvania's Vocational Research

Coordinating Unit, or RCU, based here at Harrisburg, will be providing technical assistance to all of the projects. This will include bringing staff members of the eight projects together at periodic intervals. At these periodic meetings, each project staff could give a verbal report of its progress to date, all the projects could share their latest ideas and materials, and knowledgeable consultants from both within and without the State could bring fresh viewpoints and new developments to the assembled project staffs. This cross-fertilization between the projects and the injection of new ideas from outside will tend to hasten the developmental process and maximize the sharing, rather than the duplication, of effort.

RCU's in other States, such as Illinois, New Jersey, Kentucky and Nevada are playing key roles in the design, development, and coordination of the States' career education model projects.

The RCU's, which have been in operation in most States for more than five years, have much to offer in facilitating the development of career education. One very obvious role which RCU's can perform is the dissemination of information about career education. Several RCU's notably those in Tennessee, Oklahoma, New Jersey, Florida, and Pennsylvania, have developed extensive and sophisticated capabilities for the dissemination of R&D information on a Statewide basis. It is anticipated that the current Federal and State research

and development efforts in career education will bear fruit at an increasing rate over the next several years. Many of the State RCU's are in an excellent position, through channels which are already established, to gather the results and the products of the R&D work in career education and to disseminate these widely to local educators throughout their State.

Many RCU's also have established capability to provide consultative services to local districts, in order to help them plan and design effective career education programs based on the backlog of existing research and utilizing instructional materials and techniques emerging from developmental projects. Because of their linkage with the ERIC System, ARM, AIM, and other informational sources, the RCU's are in a good position to be aware of the latest resesrch results and developmental products which would be useful to local districts engaged in planning and designing career education programs. Because of their intimate knowledge of conditions within their States, the RCU's are in a strategic position to help local districts tailor career education techniques and materials drawn from elsewhere to fit the specific needs of their own local situations.

After helping local districts to plan and design career education programs, RCU's can move into another role: providing technical assistance to districts, on an ongoing basis, to help them actually implement their program. As a multiplicity of new materials on career education becomes available during the coming months, the RCU's, in their technical assistance

role, can serve an important function in helping to build these new materials into ongoing programs, adapting and fitting them to unique situations in various local districts.

In still another role, RCU's can help local districts to design appropriate evaluation plans for their career education programs. In some cases, the RCU's might actually conduct the evaluation studies. In this way, both the RCU's and the local districts can gain insights as to the effectiveness of various approaches, and can use these insights for further revision and refinement of the original program designs.

Another role, which some RCU's have already been performing successfully, is to design and sponsor R&D projects to develop, test, and validate instructional materials and program components for career education. Both the Florida and the Illinois RCU's have planned and launched major university-based R&D studies to develop and validate career education instructional materials. Much of this kind of developmental work on materials and components need not be undertaken separately by each individual school district, but could better be done in one centralized project and then made available to districts throughout the State.

In any event, whether a State Department of Education utilizes its RCU, some other administrative unit, or some combination of units, State-level coordination of career education activities is an essential consideration to which careful attention should be given. It is important, too, that State

Departments of Education begin now to consider their future role in the diffusion of tested career education components which will emerge from the pilot projects and model-building efforts. The task of creating career education models in selected districts will have long-range advantage only to the extent that the components from the pilot projects are successfully diffused and installed in other districts throughout the State. The study of diffusion and adoption strategies, and the laying of plans for such activities in the coming months and years must be given high priority by State Department of Education personnel. Only in this way can the States insure payoff from their pilot projects and model-building efforts in career education.

If we attempt to look into the future for Parts C and D projects, it is significant that Congress, with the passage of the Education Amendments of 1972, has given strong support to the career education movement in elementary and secondary schools as well as increased support for post-secondary occupational programs. They have stated clearly and unequivocally their intention that effective relationships should be developed between elementary-secondary education and occupational education. Their intention is indicated not only in Title X, Part B, dealing with occupational education programs, but also in Title V, Section 509 dealing with the Elementary and Secondary Education Act.

A. Title X, Part B, Section 1056(b) states: "(b) (1) Planning activities initiated under clause (2) of subsection (a) shall include -- (C) the development of an administrative procedure which provides reasonable promise for resolving differences between vocational educators, community and junior college educators, college and university educators, elementary and secondary educators, and other interested groups with respect to the administration of the program authorized under this part; and (D) the development of a long-range strategy for infusing occupational education (including general orientation, counseling and guidance, and placement either in a job or in postsecondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the postsecondary level, but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice."

B. Title V, Section 509 amends the Elementary and Secondary Education Act to "provide assurance that equal consideration shall be given to the needs of elementary and secondary schools for library resources, textbooks, and other printed and published materials utilized for instruction, orientation, or guidance and counseling in occupational education; provide for programs designed to encourage the development in elementary and secondary schools of occupational information and counseling and guidance, instruction in occupational education on an equal footing with traditional academic education; and the development in elementary and secondary schools of programs of occupational information, counseling and guidance, and instruction in occupational education on an equal footing with traditional academic education."

While the school-based model will be demonstrating one way for relating occupational education with elementary-secondary education, very promising alternative techniques are emerging with the Parts C and D projects. These techniques

vary according to the grade levels under consideration.

For example, a successful program at the elementary level must involve both elementary educators and occupational educators; each has essential contributions to make. Elementary educators have greater knowledge of child development theories and the learning theories most applicable to youngsters of this age. They are also more adept at ready identification of academic skills which are appropriate for a child at each grade level. Occupational teachers, on the other hand, have unique contributions to make. Among these are a more indepth knowledge and understanding of the world of work, a wealth of suggestions in terms of hands-on activities which might be included in the elementary classrooms, and already established liaisons with the employing community. Working together, occupational educators and elementary educators have been successful in planning and conducting elementary programs involving the following techniques:

1. Embedding career development objectives in the ongoing elementary curriculum, rather than organizing a separate course or block of time for career education.

2. Utilizing activity-centered approaches with a career theme, thereby accomplishing career education objectives and at the same time making the basic elementary subjects more interesting and meaningful to the students.

3. Providing for occupational resource persons in the classroom and providing for pupils to observe workers in actual job situations.

4. Role-playing and simulated work situations in the classroom.

Successful programs, utilizing all of these techniques, are already in operation in many of the Part C and D projects. Thus the feasibility of occupational educators and elementary educators working together to plan and operate career education programs at the elementary level has been well-established. Carrying out the intent of Congress at the elementary level will, therefore, be primarily a matter of applying these known techniques on a much broader scale, involving all school districts.

Similarly, at the junior high school level, close cooperation between occupational educators and academic educators can result in highly successful career education programs. Some of the promising techniques which are emerging are:

1. Rotation of pupils through occupational labs for purposes of career exploration.
2. Actual experience by youngsters in work settings.
3. Imbedding career information in academic subjects.
4. Utilizing interdisciplinary teams of academic and occupational teachers to provide students with an integrated program of career exploration.

As one good example of the latter technique, the Washington, D.C. Public Schools engaged consultants in curriculum development from local teacher preparation institutions. These consultants worked with teams of Junior High School teachers to develop career exploration curriculum for the junior high level. As I recall, each team was composed of

a social studies teacher, a language arts teacher, a mathematics teacher, a science teacher, and access to an industrial arts teacher, a business and office occupation teacher, and an art teacher. The assignment of each team was to develop curriculum units which would integrate into the total career education experience those activities normally defined as being of an academic nature.

At the senior high level close cooperation is essential both for the continuation of career orientation and exploration experiences for undecided students and for the delivery of more realistic, more meaningful career preparation programs. Some techniques which are emerging at this level are:

1. Imbedding career information into academic subjects.
2. Utilizing interdisciplinary teams of academic and occupational teachers to insure that academic learning is related to career preparation being undertaken by the student.
3. Use of contracts within the school curriculum through which academic teachers, vocational teachers, and students reach agreement on the career preparation learning skills which are to be undertaken in each subject area.
4. Actual experience for all youngsters, including those preparing for a professional career, in programs of work experience, work observation, and cooperative education related to career interests.

As an example of an interdisciplinary team at the senior high level, the South Carolina Vocational Exemplary Project has arranged for a team of teachers -- one vocational teacher and four academic teachers -- to have a common planning period. Within this period lesson plans are designed by each teacher

to relate to the vocational training being undertaken in the laboratory at that time, and to insure that the work of the student is realistic in terms of his ability and interest levels and in terms of his time. These jointly planned learning activities are field tested, rewritten, and filed for future use. Far greater academic success is being achieved in this project by a group of dropout prone youngsters than would have been indicated by their previous academic records.

As one example of the use of contracts to insure greater relationship between vocational and academic learning, Cobb County, Georgia, youngsters are given a contract properly signed by the vocational teacher which identifies the academic skills most immediately applicable in the vocational laboratory. The student takes the contract to appropriate academic subject matter teachers who complete the contract by inserting the length of time believed necessary for the mastery of the skills identified and by signing their own names. The third party to the contract is the student who may negotiate with either the vocational teacher or the academic teacher for what he believes to be a realistic program for himself.

Not to be underestimated, and cutting across all grade levels, is the importance of close cooperation and partnership between guidance, counseling, and placement personnel and the classroom teacher. Some highly effective roles which are emerging for guidance and counseling personnel are:

A. Serving as resource persons to classroom teachers at all grade levels in such areas as insuring the development of greater self awareness and the greater understanding of the interests and abilities of youngsters as these relate to career development.

B. Utilizing the techniques of group guidance as an adjunct to career information being supplied in the classroom to insure that youngsters are, in fact, personalizing career information and developing decision-making skills.

C. Assisting classroom teachers in finding and securing career information materials which are appropriate to particular grade levels and which are appropriate to the particular needs of individual students.

D. Managing comprehensive, standardized testing programs designed to provide the student with information about his interests, abilities, and aptitudes.

E. Assisting individual youngsters in charting realistic paths toward their career goals.

F. Arranging for placement programs designed to serve equally the student exiting from school into a job and the student exiting from school into further education.

G. Arranging for appropriate follow-through systems to determine the success of the total career education program in preparing the student for his next step after leaving school.

H. Serving as resource persons to curriculum developers by identifying the affective needs of participating students and by interpreting follow-through results and their implications for curriculum development and revision.

There is no question that the wording of the new legislation and its ultimate funding will generate even greater demand on you as State leaders and as local Project Directors of career education demonstration programs both for demonstration of effective techniques and for your best professional judgment as to which alternatives for the career education

movement truly hold promise for the improvement of American Education.

The Career Education movement is big; it's lasting; but each of you is an essential and important member of the team and you will help to determine the extent to which we are able to maintain the integrity of the program as it sweeps across the Country.

All too briefly, I have attempted to sketch out for you the current status and some of the anticipated future trends in the development of model career education programs, as a joint State/Federal endeavor, under Part C and Part D of the Vocational Education Amendments of 1968. I think you will agree that it has been an exciting effort so far, and the results have been far greater than the level of funding would lead one to anticipate. The ferment of activity which has been generated by this relatively small investment of funds suggests that career education is indeed "an idea whose time has come;" indicates that Commissioner Marland's call for high priority action in this area is timely and responsive to critical needs in our society and our educational system; and I hope it illustrates the importance of your efforts to the whole movement and the necessity for a high level of teamwork and cooperation at the local, State, Regional and Federal levels.

GROUP SUMMARY OF FEDERALLY FUNDED PART C AND PART D PROJECT DIRECTORS DISCUSSION GROUP

BY MS. SUSIE MORGAN,
SUPERVISOR OF CAREER COUNSELING, D.C. PUBLIC SCHOOLS

In the group discussion of Part C and D exemplary programs, we were given a list of discussion topics and a bibliography of career education information. We talked extensively about third party evaluation and Mary Lovell gave us material on evaluation from the Center. Evaluations are done for such reasons as: Are your procedures adequate to measure what you are supposed to be doing? What is your plan for data collection? Is the data suitable to the students' interests? How can you use the data? Are funds being used to accomplish what is supposed to be evaluated? Is the scope and statement of services of the third party evaluation clear? The number of visits by the evaluation team. How much money is allocated for evaluation?

Another item we spent quite a lot of time on was the project directors part in planning for the continuation budget: to divise, plan and implement strategies for the continuation of projects, continued efforts to influence your school board as to the importance of your particular project, and selecting or renewing contracts with your third party evaluator.

A meeting is coming up in October of all State Directors and there may be a need to give your State Director in-

formation concerning your project.

Two publications will be coming out this fall. One is from the Center for Occupational Education at North Carolina State University and the other is from General Learning Corporation. There are some projects which those who are working in Career Education in rural sections may want to investigate. One was in Lancaster, South Carolina, an interdisciplinary type project in science and math with an elementary component. Another project, which is a cooperative effort, is in Lawrence County, Kansas.

Certain colleges are now gearing toward career education. Georgia State is one of two that give a Masters Degree in Career Education and also VPI. Maryland is doing a good deal of work in Career Education.

GROUP SUMMARY OF STATE FUNDED PART C AND PART D
PROJECT DIRECTORS MEETING

BY DR. WILLIAM CULP, DIRECTOR,
PROJECT GIVE, GANNON COLLEGE, ERIE, PENNSYLVANIA

We talked a lot about what to do when there is no more money. The group was very concerned with that. We had some suggestions. One was to get the community involved so that the community gets the idea that this is a service that they can't do without -- before you get to the point where the funds dry out. There was one individual in the group who experienced this. He thought they had the community convinced, then at the last moment it wasn't true.

Another suggestion was that the local school district make some committments in terms of money for the continuation of the project, perhaps while the project is still going on, so that when the federal funds were gone, you would have something there.

This lead us to a discussion of evaluation. Justifying the continuation of your project in terms of student outcome alone does not seem to be enough anymore. A book by Stenner had a matrix for other sources of information. This might give you ideas of how to get information which would justify the continuation of your program.

We moved into a discussion of career education and the question was asked whether or not this would be mandated. Of course, this is up to each state. There was some discus-

sion that it might be mandated in Pennsylvania, but the State is very reluctant to mandate things. There was also discussion of where the leadership for career education should come from. We thought it appropriate that it should come from the vocational education people with the idea that career education is not a replacement for the term vocational education. Career education is for everyone.

APPENDICES

APPENDIX A

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
401 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19108

August 14, 1972

OFFICE OF EDUCATION

MAILING ADDRESS:
P.O. BOX 12900
PHILADELPHIA,
PENNSYLVANIA 19108

The State Department of Vocational Education has recommended you to participate in a conference sponsored by the U. S. Office of Education, Region III, to discuss and review Vocational Education Research and Exemplary Programs, funded under Parts (c) and (d) of the Vocational Education Amendments of 1968.

The Conference will be held on August 28 - 30, 1972 at the Ramada Inn, 5401 Carlisle Pike, (Route 11 West) Harrisburg, Pennsylvania, phone number (717) 697-0321. Rates at the Ramada Inn are $15 for single rooms and $20 for double rooms. It is necessary that you call or write the Ramada Inn for your reservation. Please communicate with Mrs. Sally Schmuck, Reservations Clerk, who will personally handle the reservations for our conference.

The objectives of the conference are:

1. To provide a forum where the progress being made in education through the Federally funded Vocational Education Part C Research and Part D Exemplary Projects in the States in Region III can be reported and discussed.

2. To make available the opportunity for those engaged in such research to share materials on Career Education which have been developed for possible future use in regular instructional programs.

3. To provide the opportunity for representatives of the Division of Exemplary and Research Programs, U. S. Office of Education, to disseminate additional instructions and policies relative to the administration of the funded projects.

4. To provide an overview of the interrelationship of the current Vocational Education Research and Exemplary Programs to the National Career Education effort.

Directors of funded Research and Exemplary Projects are requested to bring appropriate materials concerning the project that can be disseminated to the conference participants. At least eight (8) copies of such materials would be required. This will provide one copy for each State which can be reproduced for further in-state distribution.

Federal Vocational Education funds can be used to cover the expenses of this conference.

Please complete the return notice immediately in order that we may be advised of your availability to participate in the conference.

For further information please contact Mr. James W. Warren, Jr., Senior Vocational Education Program Officer and Conference Coordinator, U. S. Office of Education, P. O. Box 12900, Philadelphia, Pennsylvania 19108, (215) 597-9097.

Sincerely yours,

Robert A. Smallwood

Robert A. Smallwood
Director, Adult, Vocational
and Technical Education

APPENDIX B

RESEARCH AND EXEMPLARY COORDINATING CONFERENCE
U. S. OFFICE OF EDUCATION - REGION III

Ramada Inn
Harrisburg, Pennsylvania

August 28 -30, 1972

Monday, August 28

2:30 p.m. - 5:30 p.m.	Conference Registration - East Room
6:00 p.m. - 8:15 p.m.	Opening Session (Buffet Dinner) East Room
Greetings	Mr. Robert A. Smallwood, Director, Adult, Vocational and Technical Education, Region III
Introduction of Speaker	Dr. Ferman B. Moody, Director, Pennsylvania Research Coordinating Unit
Speaker	Dr. John W. Struck, State Director of Vocational Education, Pennsylvania Department of Education
Announcements	
8:15 p.m. - 9:15 p.m.	Late Registration - East Room

Tuesday, August 29

8:30 a.m. - 11:30 a.m.	Conference Overview - East Room, Dr. Ferman B. Moody, Conference Chairman
	National Overview of Exemplary Projects Roles, Goals and Expectations - Ms. Joyce Dechman, Senior Program Officer for Exemplary Programs, Program Development and Operations Branch, U. S. Office of Education, Washington, D.C.

	Presentation by States - Overview of Significant Part C and D Research and Exemplary Program Activities
	Delaware and District of Columbia
	Coffee Break (By Motel)
	Maryland, Pennsylvania, Virginia and West Virginia
11:30 a.m. - 12:45 p.m.	Lunch
1:15 p.m. - 4:20 p.m.	Presentation by States (Continued)
	Break (By Motel)
4:30 p.m. - 5:30 p.m.	Instructions - Information - Discussion of Project Administration - Group A Room 101, Directors - Federally Funded and Administered Projects - Ms. Joyce Dechman; Group B - East Room, Directors, State Funded and Administered Projects - Dr. Clarence Dittenhafer, Director of Part C and D Research Projects, Pennsylvania Research Coordinating Unit
	Dinner
7:00 p.m. - 9:00 p.m.	Group Discussions (Same Locations)

Wednesday, August 30

8:30 a.m. - 12:00 noon	Announcements
	Small Group Discussions (Same Locations)
	Coffee Break (Motel Coffee Shop)
	Small Group Summary Presentations by Group Chairmen
	Discussions
	Wrap-Up Statements - Ms. Joyce Dechman and Dr. Ferman B. Moody
	Adjourment

APPENDIX C
DISCUSSION TOPICS

ADMINISTRATION AND MANAGEMENT OF PART C AND PART D DEMONSTRATION PROJECTS IN CAREER EDUCATION

1. Reassess staffing needs, recruit and hire.

2. Orient staff to goals and objectives for the total project with indepth work on specialized components.

3. Survey the literature for current methods, techniques and materials.

4. Select 3rd party evaluator.

   a. Orient potential 3rd party evaluators to goals and objectives of the project.

   b. Receive and entertain suggested evaluation plans from potential evaluators.

   c. Select best evaluation plan for the money.

   d. Secure USOE approval of subcontract and/or service agreement with 3rd party evaluator.

5. Reassess and refine goals and objectives of the project together with 3rd party evaluator.

   a. Identify process goals for each component by quarter.

   b. State student outcome objectives behaviorally so they lend themselves to measurement.

6. Together with 3rd party evaluator, identify and/or develop instrumentation for the measure of the extent to which outcomes, both process and product, are being achieved.

7. Secure USOE and/or State approval of total evaluation plan, including instrumentation as it is identified or developed.

8. Establish within the local project an information system to yield at any given point in time such information as:

   a. Numbers of teachers participating
   b. Numbers of students participating

c. Progress against the stated quarterly process goals for each component
d. Problems being encountered against the quarterly process goals for each component

9. Prepare and disseminate quarterly progress reports.

10. Prepare and disseminate interim reports, including reports of 3rd party evaluator.

11. Establish and maintain interdepartmental coordination and cooperation with supervisors and administrators within the local school system (including local school board), and within the state Department of Education. Secure involvement as appropriate to all aspects of project management, project decision making, program development and evaluation.

12. Establish program of public information to insure community awareness and participation as well as State-level awareness and participation as appropriate.

13. Devise a plan and utilize those strategies which will most effectively insure the continuation of the project activities after Federal funding has ceased.

    a. Information-based evaluation plan
    b. Program of community awareness and participation
    c. Strong Inservice Training Programs at all levels of the local school district, including board members, administrators, supervisors, guidance, counseling personnel, and classroom teachers.

14. Attempt to influence the redirection of local educational policy to include the philosophy and practices of a career education system.

15. Establish a system for the handling of visitors to the project so as to maximize their exposure to a career education program in action and still maintain the integrity of the classroom.

APPENDIX D

FEDERALLY FUNDED PROJECTS AND DIRECTORS
REGION III DISCRETIONARY PROJECTS

DELAWARE

Research and Development Project in Career Education: Camden - Wyoming

State Project Director: Mr. Conrad C. Shuman
Director of Vocational Education

Local Project Director: Mr. W. Frank Wolfe

Exemplary Project: An Occupational - Vocational Education Model for the State of Delaware

Project Director: Mr. Joseph L. English

DISTRICT OF COLUMBIA

Research and Development Project in Career Education: Washington D.C.

State Project Director: Dr. Paul E. Cawein
Assistant Superintendent
Department of Career Development Programs

Local Project Director: Ms. Susie Morgan, Supervisor, Career Counseling and Placement, D.C. Public Schools, Dept. of Career Development Programs

Exemplary Project: Implementing a K-12 Career Development Program in the District of Columbia

Project Director: Ms. Bessie Etheridge,
D.C. Public Schools,
Division of Instructional Services

MARYLAND

Research and Development Project in Career Education: Washington County

State Project Director: Mr. James L. Reid
Assistant State Superintendent for Vocational-Technical Education

Local Project Director: Mr. James W. Wilson

Exemplary Project: Maryland Career Development Projects K - Adult

Baltimore Project Director: Mr. E. Neil Carey, Supervisor of Vocational Guidance, Maryland State Department of Education

PENNSYLVANIA

Research and Development Project in Career Education: Washington County

State Project Director: Dr. John W. Struck,
State Director of
Vocational Education

Local Project Director: Ebensburg

Dr. Byran V. Fluck, Dir.
Admiral Perry, AVTS

Local Project Coordinator: Dr. Edward Lareau

Local Project Director: McKeesport

Dr. Harry R. Faulk,
Superintendent of Schools

Local Project Coordinator: Dr. Henry Durand

Local Project Director: Meadville

Mr. James Peters, Director
Federal Educational
Projects Center

Local Project Coordinator: Ms. Betty Patton, Career Coordinator

Local Project Director: Philadelphia

Mr. Mason M. Moton, Dir. Division of Career Development

Exemplary Project: Demonstration Project Selected Functional Components of a Vocational Education Counseling System for Urban Youth

Project Director: Pittsburgh

Mr. Robert G. Lamping, Director Occupational, Vocational and Technical Education

VIRGINIA

Research and Development Project in Career Education

State Project Director: Mr. George S. Orr, Associate Director, Vocational Education

Local Project Director: Petersburg

Mr. M. Carter Murphy, Director, Vocational Education

Local Project Director: Redford

Mr. Neal Dunn

Exemplary Project: DILENOWISCO'S Educational Cooperative. Four I's Project: (Intervention, Information, Investigation and Involvement)

Project Director: Mr. Wayne Wheatley

WEST VIRGINIA

Research and Development Project in Career Education: Raleigh County

State Project Director:	Mr. Clarence Burdette, State Director of Vocational Education
State Project Coordinator:	Mr. Glenn Smith Director, Research Coordinating Unit for Vocational Education
Local Project Director:	Mr. William Baker, Superintendent of Raleigh County Public Schools
Local Project Coordinator:	Ms. Mary Louise Klaus, Supervisor of Guidance

Exemplary Project: Improving a Rural Area School Project with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities - Lincoln County

Project Director:	Mr. Herbert Holstein, Director of Vocational Education

APPENDIX E

STATE FUNDED PROJECTS AND DIRECTORS

DELAWARE

PART D

Development of a Plan to Assimilate Students from Culturally Deprived Areas Into Two-Year Associate Degree Occupational Programs
Dr. Gary F. Petty
Delaware Technical and Community College

Instructional Services in Ornamental Horticulture
Mr. Francis Higgins
Newark, Delaware

Occupational Orientation Program
Mr. Francis Higgins
Newark, Delaware

Expansion of a World of Work Program
Mr. Francis Higgins
Newark, Delaware

To Develop and Implement a Program for the Career Development Center
Dr. LeRoy Christophe
Wilmington, Delaware

The Development and Implementation of a Career Counseling Program for a Vocational-Technical Center
Mr. Joseph Lupia
Kent County Vocational-Technical

MARYLAND

PART C

Summer Survey and Returnee Research Project(s)
H. S. Essers
Baltimore County Board of Education - NYC Office

An Empirical Investigation of the Effects of the Catonsville Community College Environment Upon the Affective Development of Career-Vocational Students and Suggested Pragmatic, Environmental

Alternatives: Towards a Generalizable Model for this Assessment
Cheryl Opacinch
Catonsville Community College

Institutional Evaluation Revisited, Revised and Extended: Focus on the Career Student
Cheryl Opacinch
Catonsville Community College

Research and Development of a Computer-Assisted Instruction Center for Post-Secondary Vocational Projects
Talmage W. Sexton
Charles County Community College
La Plata, Maryland

A Survey and Status Evaluation of the Diversified Occupations Program in Prince George's County, Maryland
Edward P. Doyle
Prince George's County Public Schools

PART D

Perry Hall Career Studies Program
Mr. James McCune
Baltimore County Board of Education

Project "Moored"
Mr. Trevor Carpenter
Charles County Community College

Vocational Guidance Services
Dean Guy and Dean Rhodes
Harford Community College

Implementation of Occupational Information into the Present Curriculum
Ms. Media Pennington
Howard County Board of Education

Mobile Counseling and Guidance Unit
Dean Vinzant
Catonsville Community College

Vocational Instruction and Utilization Workshop
Mr. Charles Hurley
Dorchester County Board of Education

A Career Education Program for Western Maryland
Mr. James Wilson
Washington County Board of Education

PENNSYLVANIA

PART C

Education in Agriculture for the Educationally Disadvantaged
Dr. Samuel Curtis
The Pennsylvania State University

A Research Investigation Designed to Create a Career Development Education Model for Grades K-12
Dr. Edwin Herr
The Pennsylvania State University

A Longitudinal Study of Vocational Development and Program Evaluation: Implications for Curriculum Planning and Vocational Guidance: Phase II
Dr. Jerome Kapes
The Pennsylvania State University

Cooperative Distributive Education for Disadvantaged Youth-70001
Mr. Horace Cameron
Harrisburg School District

Project GIVE (Guidance In Vocational Education-Elementary)
Dr. William Culp
Project GIVE-Elementary

Comparative Follow-Up Study of Former Mentally Retarded Students in Intermediate Unit IV Area
Dr. Angelo Pezzuolo
Midwestern I.U #4

Development of a Validated Instructional System for Hospitality Education
Dr. Thomas Powers
Food Service and Housing Administration
The Pennsylvania State University

Supervised Independent Study Program
Dr. James Ross
Bucks County I.U. #22

Agricultural Environmental Technology
Mr. Robert Brown
Mercer County AVTS

A Supply/Demand Model for Vocational Education Planners
Dr. Angelo Gillie
The Pennsylvania State University

An Analysis of the Characteristics of Students Enrolled in a Clerical Skills Laboratory Utilizing Self-Instructional Individualized Learning Packets Compared to Students Enrolled in Classes Utilizing the Conventional Method of Teaching Clerical Skills
Mr. Herbert Levin
Temple University

PART D

Career Resource Center
Mr. Kenneth Wallick
Springfield School District

Career Resource Center
Mr. James Higgins
North Hills School District

Model Career Resource Center
Dr. Richard Warner
State College Area School District

Career Resource Center
Mr. Robert Kifer
Greater Johnstown AVTS

Model Career Resource Center
Dr. Henry Pilker
York County AVTS

Development of Modular Courses in Vocational Curriculum
Mr. Carl Everett
Central Columbia School District

PENNscripts-Career Briefs for Student Use in the Schools of Pennsylvania
Dr. M. D. Rudisill
Capital Area I.U. #15

Developmental Research-Agriculture
Mr. C. Robert Zimmerman
Berks County AVTS

VIRGINIA

PART C

An Evaluation System for Vocational Education in Virginia
Dr. Dale Oliver
Virginia Polytechnic Institute and State University

Information Diffusion and Research Utilization in Vocational Education
Ms. Lucy Crawford
Virginia Polytechnic Institute and State University

Establishment of an Instructional Resource Center
Ms. Vivian Ely
Virginia Commonwealth University

Development of a Computerized System to Serve Vocational Education in Loudoun Counties
Mr. Robert E. Butt
Loudoun County Public Schools

PART D

Industrial Education for Children in Rural Schools
Mr. H. Kenneth Brown, Sr.
New Kent County School Division

A Central Machines Laboratory Serving Two Block-Time Programs and Incorporating Flexible Scheduling with Independent Study
Ms. Betty R. Ricks
Business Education Portsmouth City

An Exemplary Vocational Program for the Disadvantaged - Pre-Vocational Program for Intermediate School Students
Mr. William B. Blanks
Gloucester County Public Schools

Vocational Insights
Mr. Claude B. Nolen, Jr.
Richmond County Public Schools

A Pre-Vocational Development Program for Disadvantaged Youth in 6th and 7th Grades
Mr. M. Carter Murphy
Vocational Education Petersburg City

WEST VIRGINIA

PART C

The Systems Approach: An Emerging Behavioral Model for Career Guidance. Operation Guidance II
Mr. David Acord
Kanawha County Schools

The Identification of Competencies of Local Directors of Vocational Education
Dr. John Coster
North Carolina State University

Child Development Curriculum
Dr. John Shultz
West Virginia University

Research and Development Project in Career Education
Ms. Mary Louise Klaus
Raleigh County Board of Education

PART D

Teenage Expectant Mothers
Mr. Charles B. Harris
Logan County Board of Education

Disadvantaged Job-Oriented Learning Experiences
Mr. Everett Barnett
Barbour County Board of Education

Development of An Occupational Orientation Program for Grades K-6
Mr. Ray Kesler
Monongalia County Board of Education

Introduction to Vocations
Mr. David Smith
Pocahontas County Board of Education

Improving Effectiveness of Multi-County Area Vocational Programs Through The Provision of Improved Job Placement Services
Mr. L. S. McKinney
Berkeley County Board of Education

Mr. Gerald Chadock
Grant County Board of Education

Mr. Albert Linger
Upshur County Board of Education

Improving a Rural Area School Program in Vocational Business And Office Education by Utilizing An Individualized Multimedia Instructional Approach
Mr. George Lipscomb
Preston County Board of Education

APPENDIX F

CONFERENCE PARTICIPANTS

CONFERENCE OF PART D EXEMPLARY, PART C RESEARCH
PROJECT DIRECTORS AND RCU DIRECTORS
HELD IN HARRISBURG, PENNSYLVANIA
AUGUST 28-30, 1972

PENNSYLVANIA

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